

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XXI.

ST. LOUIS, OCTOBER 9, 1888.

No. 10

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AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XXI.

ST. LOUIS, OCTOBER 9, 1888.

No. 10.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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St. Louis, October 9, 1888.

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LET us all unite and post ourselves on the necessity and importance of County Supervision and sign and circulate Petitions for immediate action. Every county should have one competent person to devote their time exclusively to looking after and building up the schools. Let us agitate the question and secure this desirable result.

INTELLIGENT school officers see that we greatly enrich the community and strengthen the intellectual fiber of the children too, when we employ and pay liberally for cultured men and women as teachers. We cannot get something for nothing in our schools, in any direction, and school officers should not try to do this. The people are in favor of more liberality on the part of our school officers in the employment of teachers and in the conduct of our schools.

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We need, to start with, better and more efficient and continuous

COUNTY SUPERVISION.

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PETITION.

To the Hon. County Court of the County of ——— :

We, the undersigned, free-holders residing in the County of ———, in the State of ———, desire, and do hereby respectfully pray, that the exclusive and entire services and whole time of a competent person to act as County Superintendent of Public Schools, in and for said county, shall be employed in the duties of such office, and that, in addition to his other duties prescribed by law, he shall visit the schools of the county, hold normal institutes, deliver lectures on educational and scientific subjects, and do such other work as may be recommended by the State Superintendent of Public Schools; and we respectfully pray the Court to order the proposition of so employing the whole time of said County Superintendent to be voted upon at the next general election.

—County, —, 1888.

You can clip this, and paste it so as to present it as you have opportunity, and show its importance and necessity.

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It is said that if the efficiency of our schools could be doubled by proper supervision, it would be equivalent to adding \$8,907,086.27 to our revenue in Missouri, and about 136,554 years of school life to our children. It is the opinion of those best informed that this could be, and that it ought to be done.

Look over the figures of attendance at school, and then you will realize that we ought to keep the schools open nine months out of the twelve, and that we ought, in order to secure competent teachers to make the minimum salary \$50 per month and the maximum salary up to what the best and most competent teachers in other avocations are paid. Then we can retain cultured ladies and gentlemen as teachers of our children.

It is a well established fact that our schools have made progress in proportion to the intelligence and carefulness of efficient county supervision. This is the experience of every man who has given the subject attention.

Dr. William T. Harris says that "by no other agency can the school system of a State be so potently lifted up and at so small an expenditure of money."

THIS craze for "methods" in place of teaching proper subjects, has become the great weakness of the school system. We want substance, and not "methods"—we want less time and effort expended in teaching children what they already know, and have them taken along into topics in which they will feel a new interest.

THE Reading Circles should see to it that several of the best Educational Journals are wisely and widely circulated among the people and taxpayers.

It is said that this craze for "methods" consumes seventy per cent. of the time spent in school in going over ground already familiar to the pupils. We had better teach more substance and spend less time on "methods."

It is time now to arrange for longer school terms and better wages for the country teachers. This is a year of great bounty and great riches too.

Do not blame people because they do not see your work as a teacher as you see it. Explain it to them, talk over the matter with them, and let them view it from *your* standpoint now and then. It will do good all around.

CHEERFULNESS in the School-room makes sunshine in-doors and out—the cloudiest day.

THESE bountiful crops—these good prices—these days of prosperity—are good days in which to plan for more extended schemes of Education and for better compensation for those who do this patient, solid work in the school-room.

CHILDREN need models more than critics.

THE first duty towards children in this world is to make them happy. The next to make them intelligent and truthful.

THIS new civilization rules by ideas.

We fear our teachers and school officers do not weigh quite as carefully as they ought these *practical* wise words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true because so much *more* work can be done, and so much *better* work can be done, "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are *absolutely* essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these *tools to work with*, without delay.

LET us utilize in all the States what Dr. Wm. T. Harris says of the duties and advantages of both, the City and County Superintendency. Let the people and tax-payers see and read these statements and arguments.

Reproduce them in the county papers, read them over in the Institutes and at the educational meetings, state and restate them to your more intelligent patrons and enlist their interest and sympathy, and we shall win.

ILLITERACY in a country like this is a cauldron of terror and evil—illiteracy is chaos and disorder.

INTELLIGENCE means childhood instructed and raised up—letters and science propagated and light illuminates all hearts. It is worth all it costs.

PASS THE BLAIR BILL.

"'Tis not so above;
There is no shuffling,
There the action lies in its true nature."
—SHAK.

LET the House of Representatives pass the Blair Bill, and so remove and avert the curse of *six millions* of illiterates.

The United States Senate has passed this bill *three* times.

The vote the last time in the affirmative, 39, is the largest it has ever received, the two previous being respectively 36 and 33.

The Committee on education in the House of Representatives who are responsible for reporting or for the delay of this beneficent measure consists of Allen D. Candler, of Georgia. Peter P. Mahoney, of New York. William H. Crain, of Texas. Asher G. Caruth, of Kentucky. Charles R. Buckalew, of Pennsylvania.

Edward Lane, of Illinois.

James E. Cobb, of Alabama.

John B. Pennington, of Delaware.

James O'Donnell, of Michigan.

Joseph D. Taylor, of Ohio.

Charles A. Russell, of Connecticut.

James J. Belden, of New York.

James B. White, of Indiana.

Friends of this bill had better write *direct* to members of this Committee urging them to report the bill early for action.

IGNORANCE is danger. Ignorance is Anarchy. Does it not seem as though this is a law which is revealing itself, and revealing itself in the inexplicable order of human occurrences, with a degree of persistency and exactitude which up to the present had belonged only to material facts? Would it not be startling if certain laws of history were to be made manifest to men with the same preciseness, the same inflexibility, and, so to speak, the same harshness, as the great laws of nature?

We repeat it—ignorance is danger. Ignorance is Anarchy!

Do we get this and teach and work in this spirit? "It is the vision of the whole that emancipates the individual. Goethe has expressed this exactly: To the *narrow mind*, whatever he attempts is still a trade, [whether it be shoemaking or preaching the gospel, school teaching or poetizing]; for the higher, an art; and the highest, in doing one thing does all; or, to speak with less paradox, in the one thing which he does rightly, he sees the likeness of all that is done rightly."

LET us add heroism to the curriculum of our public school studies.

To be able to distinguish the movement necessary to a right education of the people is the genius and the virtue of the real teacher.

THESE teachers gather together the imperishable children of the past, and increase them by kindling new light among our sons and daughters, and so make life and death ever radiant with immortality.

In ignorance and idleness there is hate and perpetual despair.

"SHAKESPEARE'S sympathy was boundless; his soul was not confined to his own narrow body; it roamed at large and inhabited the whole of humanity; it entered the hearts of all mankind, felt and understood all their virtues and all their frailties; and represented them lovingly and yet impartially."

WHY THESE LIMITATIONS?

"He was a scholar, and a ripe and good one, Exceeding wise, fair spoken, and persuading."
—SHAK.

WE must use and utilize all our resources in our teaching; get out of and above district, county and State boundaries. The multiplication table is as true and as important in our school curriculum in Texas as in Maine—west of the Mississippi river as well as east of it. State lines do not bound principle or wall in truth.

The teacher—the editor whose work is bounded by State lines, needlessly limits and cripples his growth and his usefulness.

Growth and power comes to the individual and the school system from using all the resources we can lay our hands upon to upbuild, strengthen and inspire the people.

Emerson says:

"In order to a knowledge of the resources of the scholar, we must not rest in the use of slender accomplishments,—of faculties to do this and that other feat with words; but we must pay our vows to the highest power, and pass, if it be possible, by assiduous love and watching, into the visions of absolute truth. The growth of the intellect is strictly analogous in all individuals.

It is larger reception of a common soul. Able men, in general, have good dispositions, and a respect for justice; because an able man is nothing else than a good, free, vascular organization, whereinto the universal spirit freely flows; so that his fund of justice is not only vast, but infinite. All men, in the abstract, are just and good; what hinders them, in the particular, is the momentary predominance of the finite and individual over the general truth.

The condition of our incarnation in a private self, seems to be a perpetual tendency to prefer the private law, to obey the private impulse, to the exclusion of the law of universal being.

The great man is great by means of the predominance of the universal nature; he has only to open his mouth, and it speaks; he has only to be forced to act, and it acts

All men catch the word, or embrace the deed, with the heart, for it is very truly theirs as much as his; but in them this disease of an excess of organization cheats them of equal intensity of the understanding, and gives leave and amplest privilege to the spontaneous sentiment. Out of the must all that is alive and genial thought go.

Men grind and grind in the mill of a truism, and nothing comes out but what was put in. But the moment they desert the tradition, and speak spontaneous thought, instantly poetry wit, hope, virtue, learning, and date, all flock to their aid. Observe the phenomenon of extempore debate.

A man of cultivated mind, but reserved habits, sitting silent, admires the miracle of free, impassioned, picturesque speech, in the man addressing an assembly;—a state of being and power, how unlike his own! Presently his own emotion rises to his lips, and overflows in speech. He must also arise and say somewhat. Once embarked, once having overcome the novelty of the situation, he finds it just as easy and natural to speak,—to speak with thoughts, with pictures, with rhythmical balanced sentences—as it was to sit silent; for it needs not to do, but to suffer; he only adjusts himself to the free spirit which gladly utters itself through him; and motion is as easy as rest.

THE HIGH SCHOOL,

ITS COURSE OF STUDY.

"Seemingly parted
But yet an union in partition."
—SHAK.

UNION is strength. The uniform gauge is a grand thing for the Railroad system. In a late report the Commissioner of Education, is stated that the number of pupils in city High Schools was then over 3,000; in institutions for secondary instruction over 152,000; in the preparatory schools over 18,000; in other schools enough more to make up a total of 271,000. This does not include the free High Schools outside of cities containing 7,500 inhabitants a day. Students from these had entered college within a year to the number over 3,200, not including scientific schools into which 1,100 had entered. The value of grounds, buildings, apparatus, etc., about \$28,000,000.

The number of students increases by thousands annually.

"There are great differences of opinion, and no little confusion of mind, to the courses of study, methods of instruction and standards of attainment for its various purposes."

"The persons whose business it is to see that the secondary and superior institutions are properly co-ordinated seem to be fully alive to the present necessities of the case."

For "that large class of pupils

whose school education ends with the secondary grade," "courses of study have not been carefully planned."

The endowed schools of England for secondary instruction, do not even aim at any uniformity of studies or methods—nay, rather, avoid it as a danger and evil.

The pre-requisites of our leading Universities are much the same. Preparatory schools must conform.

"The function of the High School is radically different from that of the Academy or the College."

"Many a High School course of study has been modified in consequence of the well-considered, well-balanced course of the St. Louis High School," and many others yet need it, and will attain it. As the city goes, so goes the adjacent country in due time, sending children quite a distance to attend the High School, which reacts to elevate the standard, in and by every student thus benefited, all along the line down to the youngest of the primary scholars, five miles away.

To improve one school in the series acts both upward and downward. Adapt the High School skillfully to its proper function, and we supply well qualified students to the university; we stimulate and inspire all its other pupils; we elevate and excite the zeal of the Grammar Schools to prepare for promotion; and we thus open places for the younger scholars who aspire to rise, and are daily prepared.

Most of all, the course of study pursued in the High School should be closely correlated both ways. If the proportion of two-thirds never passes the line of eleven years, in school attendance, such a course should be very carefully outlined for these as will accomplish what they need most and yet serve as the basis of progress for the scholars who take a longer term of years, progress unbroken, continuous, and accelerating, as they gain power and discipline, none sacrificed, none impeded, none slighted, none defrauded of their rights as nascent citizens, preparing for a nobler citizenship than even their parents enjoy, as ours is the noblest by far in the vast advancement of civil liberty since even the days of England under William and Mary.

L. W. HART.

WHEN one has to deal with the enemies of this country—with those who use place and power to perpetuate illiteracy and cripple intelligence, the truth must be told.

OUT of intelligence comes a higher civilization and more freedom and power for the people—from illiteracy comes weakness, despair and anarchy—which do you stand for and work for?

LET us enlarge our ideas of our work as teachers, and its extent also. We educate for something beyond the text-book, the school district, the County and the State. These are means to an end only. We prepare for the great work—the great writers—the great deeds—the great country.

To use the language of Bishop Spalding of Peoria, "to understand a great writer you must read him again and again. You must learn to love the poet before you understand him." So with Shakspeare, *once loved he will be a lifetime favorite.*

"Let any one become thoroughly acquainted with Shakspeare," said Bishop Spalding in a lecture in this city, "and that man will have a wonderful access of intelligence and open mindedness—a wonderful development in this respect." Noble words fitly spoken! The distinguished prelate tersely and truly expressed the opinion of all those who have given the subject the attention which it deserves. This may be called idealism, but all thinking men know that the American people are sadly in need of a little more idealism than they at present possess. We need this far more than any other material improvement.

NEW YORK.

"Let me be privileged by my place and message To be a speaker free."

—SHAK.

"PEPPER and Salt, Madam—Pepper and Salt—but no vinegar!" said Hon. Tom Corwin to the old lady who asked him if he would have "condiments in his tea."

We find plenty of "pepper and salt," but no "vinegar," in the able address given before the New York State Teachers' Association, at the last meeting of that body, by Hon. Andrew S. Draper, State Superintendent of Public Instruction.

We wish we could put a copy of this document into the hands of every school teacher and school officer in the country. We promise our 250,000 readers some "extracts" now and then as we can find room for them—though "extracts" will scarcely do justice to the address.

What sort of men ought the "Trustees" of the Empire State to be?

They "controlled the expenditure of \$15,000,000 last year—more than \$9,000,000 of which they paid to teachers in wages."

What sort of teachers ought New York to have—to whom they pay more than \$9,000,000?

Well, this address tells a great deal about what sort of "Trustees" and "Teachers" use and administer this \$15,000,000! at present with great plainness of speech, and we should judge with fidelity to fact.

"Pepper and salt"—but "no vinegar!"

Here is a specimen:

"Our ancestors boarded around. (Laughter.) The rule has changed. I find that the modern trustee instead of insisting that the teacher shall board around, now, sometimes insists that she shall board with him [laughter] so that he shall participate in a division of the wages.

I will not say that this thing is general, but our correspondence shows that there is so much of it as to justify me in referring to it upon a public occasion. I therefore say that any agreement with a trustee in which he is personally interested, out of which he is to derive any personal benefit or advantage whatever, is to that extent at least, void and of no effect [Applause.] Such an agreement ought never to be entered into. If it has been it may be disregarded. A late amendment to the Penal Code makes it a misdemeanor for any school officer to be personally interested in any agreement to which he is officially a party, and this is only a statutory recognition of a common law principle which has long existed. So teachers may know that the trustee can have no personal interest in the way they spend their money. If they have agreed to board with him the agreement is bad whether the board is or not [laughter], and I have no doubt the board will ordinarily be found to be so. [Laughter.] Any such agreement may be wholly ignored and disregarded." More anon.

MORE OF IT.

"'Tis not his wont to be the hindmost man Whate'er occasion keeps him."

—SHAK.

HON. ANDREW S. DRAPER, State Superintendent of New York, thus reinforces the plea of Hon. T. M. Goodnight for a larger, broader culture. He says:

"Teachers are bound to be progressive. They are bound to read educational works and periodicals and promote the interests of conventions and institutes and associations everywhere.

The school system is a State school system. Its advance must be along general lines.

Your prosperity must contribute to help the entire system even that part lying away at the other side of the State, whose well-being is linked with yours. The system is supervised and directed by common authority; it is controlled by one Legislature and maintained at common expense. It must rise or fall together. You are the representatives of this system, its agents and instruments and you must work out its success.

The State has a right to expect that you shall be good instruments. It has a right to get the best it can. If there are more persons who desire to teach in the public schools than there are public schools to be taught, then it seems to me that it is an entirely reasonable and sound proposition that it

is the business of the State to take the best of them [applause], to sift out, and weed out, and drive out, and keep out persons who are not fit for the service, or rather those who are least fit for it, to the end that the persons who shall be employed—who shall be put forth to manage and direct the schools of the State—shall be the best it can get.

It is the business of the teachers of the State to bear that matter in mind. They must advance themselves, and they must help the school system to advance. If each year does not witness personal growth and development and added interest in general educational work, there is something wrong somewhere."

OBJECT TEACHING.

IT is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

Get some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with Blackboards, Maps, Globes and Charts, than you can do without these "helps."

Get "some tools to work with."

LET us by practical, faithful work in the school-room demonstrate to a much larger extent the power and independence of intelligence.

ARKANSAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN..... }

THE crops are so abundant and money is so plenty, let us arrange for longer school terms and for better compensation for our teachers. They earn it and are worthy of it. It will all come back to us in the better and broader culture of our children.

A HOUSE without books and newspapers is like a house without windows.

CIVILIZATION is great; but the ideal is greater, and he alone leads and preaches who follows and dares to trust the ideal, "the things that are not," but which "shall put to shame the things that are."

It is the glory of life, of man, of God, that the human heart itself has in it the roots and germs of all the faith and piety which were in Jesus; and the tap root is moral aspiration.

THE commerce of intellect loves all lands and seeks distant shores. The small retail dealer trades only with his near neighbor—the great merchant, whether of wares or ideas, links the four quarters of the globe.

SCHOOL officers begin to understand that they cannot get something for nothing. A teacher of ability is in demand, and his worth brings its price, as much as a reaper or a mower. Let us provide for and pay adequate wages to secure the best for the children the short time they have to spend in school.

ARKANSAS.

"Bind not all the harm upon yourself;
Make those that do offend you suffer too."

—SHAK.

THE little political flurry in Arkansas is like that in almost every other State. Evils are apt to be exaggerated and talked about, while the good points in her people, her schools, churches, railroads, land and productions are overlooked. This is of course all wrong. Look at the facts. There are 5,000,000 acres of public lands open to settlement under homestead laws of the United States. There are 2,000,000 more acres owned by the State and offered to settlers. Thirty thousand square miles of virgin forest are ready for the Northern lumbermen. Twelve thousand square miles of coal fields await development. Arkansas ranks third among the States in the product of manganese and a beginning can hardly be said to have been made on her mineral wealth. The streets of Little Rock are being paved with granite taken from a deposit said to be the

largest and finest in the country, recently opened within sight of the city.

The Iron Mountain and Southern Railroad traversing the State in all directions, and this too amid a greater length of navigable rivers than is possessed by any other State, insures for Arkansas cheap transportation for all time to all markets in all directions.

Certainly the time has come when a State with such possibilities will no longer let a flurry in politics interfere with its progress.

As long as Arkansas can draw and retain such leading educators as Prof. Thomas Crawford, Prof. Howell, Russell, Rightsell, Conger, Miss Ida Joe Brooks, Mrs. Savage, and hosts of others who are an honor to any State in the Union, her progress and her intellectual and moral advancement is assured.



PROF. THOMAS CRAWFORD,
Supt. Schools, Malvern, Ark.

Why not keep the fact before the people that Arkansas is now paying more for free school education, in proportion to her taxable values, than any State in the Union. The expenditures last year for school purposes amounted to \$897,623, and there were 374,767 pupils in her free schools besides those in private schools, colleges, and in attendance upon the State University.

The County Examiners, who act as County Superintendents, are co-operating for more efficient County Supervision, believing with Dr. Wm. T. Harris, that "It is the most important link in the entire system of educational supervision. Its cost to the State is very small in comparison with the entire outlay. By no other agency can the school system of a State be so potentially lifted up and at so small an expenditure of money."

KEEP the people posted on what the schools are doing.

CIRCULATE the printed page among the people.

A MAN who can read, is trouble-some.

LET us all unite and sign and circulate Petitions for more efficient County Supervision.

Every county should have one man to devote his time exclusively to looking after and building up the schools. Let us agitate the question.

SHAKESPEARE is the radiant sun whose light will for all time to come illuminate the world of thought. He has covered the whole range of thought; he has left no portrait of human nature unpainted; he has left nothing, however, abstract or abstruse, unexplored or unexplained.

THE GREAT SANTA FE SYSTEM

OUR teachers return from the Pacific coast with the best impressions of the three or four great transcontinental lines of railway stretching from the Atlantic to the Pacific Ocean.

Geography assumes a new and real importance never before dreamed of. The possibilities afforded now, with these increased facilities for traffic and the exchange of productions, the immense wealth developed by these lines, astonish and enrich all.

Take the Santa Fe line reaching now from Chicago to old Mexico, touching a dozen States and territories with its feeders, and invading our sister republic on the south in order to find more States to conquer. The Santa Fe system has increased the wealth of these States and territories a thousand million dollars, and is securely binding the Southwest and Northeast together with bands of steel and invisible bonds a thousand-fold stronger than steel.

The Santa Fe Route is running the handsomest trains in the world between Chicago and Kansas City. The Pullman Vestibule trains of the Chicago, Santa Fe and California Railway, are the nearest approach on wheels to the comforts and conveniences of home. A prominent feature connected with the Santa Fe Vestibule trains is the abandonment of the car stove, and the introduction of steam heat taken direct from the locomotive. The trains are lighted by electricity. These trains are built to take rank over all others, and to afford passengers the greatest safety and utmost comfort. G. D. Nicholson is the Gen'l. Passenger Agent, "A. T. & S. F. R. R.," Topeka; while Mr. Emmons Blaine, at Chicago, occupying the same position on the Chicago, Santa Fe and California Ry., has by his ability already made this the popular and favorite route between Chicago and Kansas City.

Of course, when people come to understand what a short time children are in school under the best organized systems—it will be easy to secure not only longer school terms, but better compensation for our experienced and more competent teachers.

Reading Schools

Washington University, ST. LOUIS, MO.

- I. Undergraduate Department—College and Polytechnic School.
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- III. SCHOOL OF FINE ARTS.
- IV. LAW SCHOOL.
- V. SMITH ACADEMY.
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Courses in Chemistry, Pure and Applied, in Civil and Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc.

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For the special preparation of teachers. The full Course of Study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High-School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar-School Department furnishes excellent facilities for obtaining a good, practical education. Tuition \$35 per year. Term begins Sept. 10, 1888. For particulars, address
EDWIN C. HEWETT, President, Normal, Ill.

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DES MOINES, IOWA.
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MISS HELEN ERIN STARRETT, } Principals.
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7-21-11.

PHILADELPHIA, Pa., 4313-15 Walnut Street.

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BLACKBURN UNIVERSITY,

At Carlinville, Ill. Fall term Sept. 4. Six courses in three departments. Art and Music. Accomplished teachers. Superior facilities. Museum and laboratories. Ample room for both sexes. Address as above, E. L. HURD, President.
9-21-11

ORGANIZE a Reading Circle among the older pupils and some of the people outside, and meet every week. It will pay.

Please mention this Journal in answering advertisements.

In the McCune College, at Louisiana, Mo., under the Presidency of Rev. H. T. Morton and an able Faculty, there has been established a course of special training for lay workers and teachers called a Christian Normal School. The purpose is the training of Christian teachers who may go out prepared to teach in our secular or public schools after the most approved methods, and also to organize Sunday-schools, conduct Bible-readings, prayer-meetings and Sunday-school teacher's meetings. In all our churches the want of competent Christian teachers is deeply felt. All the facilities for Bible study—maps, Bible dictionaries, commentaries, concordances, etc.—are supplied in this College library. Young men and ladies may pursue this course in connection with the regular College studies.

Prof. Morton possesses peculiar qualifications for this training because of his large, varied and successful experience as an Institute Conductor in Missouri, Arkansas, Texas, Nebraska, and other States. He is specially apt, useful and successful in this line of work, and his large experience we hope will be utilized in the season of Institutes outside of and beyond the walls of McCune College.

Mention should be made of Mr. A. J. McCune, who with a truly Christian liberality, has relieved the College from debt and considerably enlarged the buildings. It is due to his enlightened devotion to the cause of Christian education, that the College is still maintained in its enlarged sphere of usefulness.

PARADISE is open to all kind hearts and we need not travel far to find it.

DOES our grading in the schools help, or retard pupils? What objection can there be when a child has learned a topic, in going on to another branch of it. Grading should be so flexible as to let pupils go ahead—there is no danger of their knowing too much.

HAVE we not had enough of that sort of criticism of the schools, which tells us what they are not? We think so.

Let us hear more of the quiet, persistent, silent work they have done, and are doing, in training some eight millions of children into a wiser, nobler and more productive citizenship.

HOLD meetings in the school districts; agitate the subject; create an interest, and secure the early adoption of measures for longer school terms, for County Supervision, and for better compensation to teachers of experience and ability.

THERE is a good deal on page 14 of this issue of value to every reader of the AMERICAN JOURNAL OF EDUCATION.

KENTUCKY.

"Like richest alchemy
Will change to virtue and to worthiness."
—SHAK.

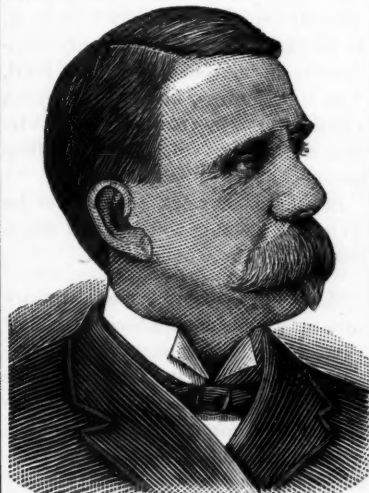
THIS grand old Commonwealth shows progress in educational matters, by the amendments made to the common school laws at the last session.

We are indebted to Hon. Jos. Disha Picket, Supt. of Public Instruction for a brief digest of these amendments.

Provision is made for COUNTY SUPERVISION to a certain extent, but whether it is adequate to the demands of the State, time will determine.

Institutes are to be held, and the County Supt. is to be present and to publish the proceedings in "pamphlet form." This is an important move in the right direction.

If such addresses as have been made, and such as it has been our privilege to listen to several times by some of the leading educators in Kentucky, can be put into print so the people can read and re-read them; the importance of this feature of the law can scarcely be properly estimated.



HON. T. M. GOODKNIGHT.

Take, for instance, some of the addresses made by Hon. T. M. Goodknight and others before the State and County Associations, and they will become in "pamphlet form" invaluable as campaign documents for the aid of teachers amongst the people and for declamation among the pupils. We present below extracts from an address by Hon. T. M. Goodknight of Franklin on

"THE TEACHER AND THE FUTURE CITIZEN."

He said: "Standing, as we hope, at the threshold of a new political era, it seems peculiarly appropriate that we look in'to the movements of the machinery of the State and study the various parts, and inquire how to renew the weaker with better ones as they silently drop away. He was a philosopher who said, in substance, if not in words, 'A broken thread in the warp now will make a rent in the woof that will rise to

vex those who use it in a future day.'" Since the public school teacher is the first and about the only person to handle and inspect and try to polish and adjust the roughest of the living stones that will be worked into this temple of state, one needs hardly to apologize for asking your consideration of the work needed at your hands in this department of society.

The teacher, of all agencies, is the one to deal with this subject, which touches and is touched by every other one belonging to society. Citizenship is of such far-reaching force, and so manifold in its bearings, that it rises up and demands recognition in every school by every teacher and pupil. We have no other educating force that touches all rising citizens. I do not stand alone in urging this matter on your attention. It seems as the tops of the mountains of a rising continent appearing above the waters. Thanks to the late Legislature, and especially to Senator Peterman, the chairman of the joint Committee on Education therein, we have it in our public schools a year from now. We have never been ordered to do a more important work.

We have, in round numbers, say six hundred thousand pupils in this State between six and twenty years of age, one-half of whom are boys. Then we may safely say two hundred thousand of these boys will be voters within the next ten years. Suppose we can and do control the training of these two hundred thousand voters in civil government and practical politics during the time. Now suppose they shall be organized into an army to vote and work for sufficient local taxation to make our schools efficient and good enough for the best. With such a voting and working power in hand we can dictate to any party in power the legislation needed to secure a good system of schools for the State, and the money needed to put and keep them in running order and get them. Politicians are obliged to be deaf to our demands until we begin to educate our voters to think of these things as we do. Begin this work and press it for a few years, and they will begin to prick up their ears and listen. In a few more they will bow to you, and shortly they will approach you and say, "My good friend, what will you? I am your servant."

Am I right in this? If so, you appreciate the propriety of this discussion; you see the relation of the teacher to the future citizen as one of supreme importance; the power of the teacher over him to be fraught with grand results for good or evil to society, and the need of a properly instructed citizenship in order to the present and future prosperity of this State and Nation."

CIRCULATE the printed page among the people by loaning your Educational papers.

THE election will soon be over. Then it will be well to organize a good reading circle.



How to Cure
Skin & Scalp
DISEASES
with the
CUTICURA
REMEDIES.

THE MOST DISTRESSING FORMS OF SKIN and scalp diseases, with loss of hair, from infancy to old age, are speedily, economically and permanently cured by the CUTICURA REMEDIES, when all other remedies and methods fail.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, prepared from it, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood disease, from pimples to scrofula.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT 8c. Prepared by the FORTY DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily skin prevented by CUTICURA SOAP.

Relief in one minute, for all pains and weaknesses, in CUTICURA ANTI-PAIN PLASTER, the only pain-killing plaster. 25c.



This most exquisite of Toilet Preparations, the virtues of which have caused it to be in demand in all Civilized Countries, stands

PRE-EMINENT FOR PRODUCING A SOFT It is acknowledged by thousands of ladies who have used it daily for many years to be the only preparation that does not roughen the skin, burn, chap, or leave black spots in the pores, or other discolorations. All conclude by saying, "It is the best preparation for the skin I have ever used." It is the only article I can use without making my skin smart and rough. "After having tried every article, I consider your Medicated Complexion Powder the best, and I cannot do without it." Sold by all Druggists and Fancy Goods Dealers, or mailed free upon receipt of price, 50 cents per box.

J. A. POZZONI, St. Louis, Mo.

NOTHING can be made of nothing. The child or person who has laid up no material can produce no combinations. On the other hand, how bright and luminous and strong the character which is stored full of the resources of careful study and the reserves of facts.

DID you notice that you get the New York Weekly World—the ten page Weekly Globe-Democrat—and the AMERICAN JOURNAL OF EDUCATION—all sent postpaid one year for \$2? This is a great deal of reading matter for a very little money.

You will miss one of the most important things in this issue if you fail to read carefully page 14. Do not hurry over it.

Do not fail to look over carefully our advertising columns. We find the worth of the JOURNAL for a year many times over in this department of every issue.

TEXAS EDITION American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN.....

HOLD on to the competent, faithful teachers. Increase their compensation so they can equip themselves for better work in the school-room and among the people too. All this money and care for our schools comes back in better and more intelligent citizenship.

INTELLIGENCE is the sentinel who watches over the needs and wants of the common people under our form of government.

OUR greatness lies, not so much in being strong, as in the right using of strength.

OUR real life is a progress from want to want, and from attainment to attainment; but not from enjoyment to enjoyment.

TEACH the children that health is so necessary to all the duties as well as the pleasures of life, that the *crime* of squandering it is equal to the folly of squandering it.

THE day on which the distress of the many seizes upon the riches of the few, darkness reigns; there is nothing left, nothing for anybody. This ignorance is full of perils. When the crowd looks with these eyes upon the rich, it is not ideas which occupy every mind, it is events. Ignorance costs; Intelligence pays.

TEXAS.

"More reasons for this action
At our more leisure shall I render you."
—SHAK.

THE renomination of Hon. Oscar H. Cooper, as State Superintendent of Public Instruction, is a move in the right direction for the educational interests of Texas.

He has been for years closely identified with all the various instrumentalities for educating the people of this Empire of the Southwest.

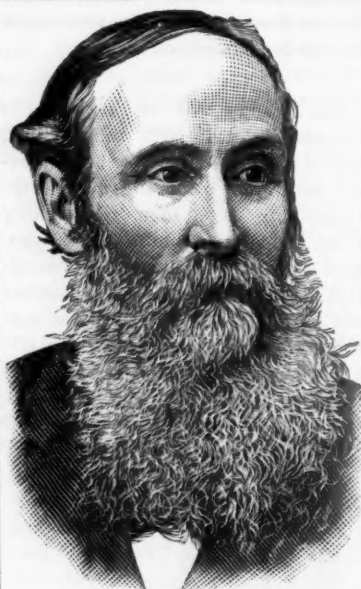
On the question of

COUNTY SUPERVISION

he is clear and emphatic. He says:

"The necessity for local supervision is so generally recognized by city school authorities that every city in the State has its superintendent. Thorough and efficient supervision has been the chief agency in bringing the city systems to their present standard. But the necessity for the supervision of the rural schools has not yet been generally recognized. If cities, with the advantages of well-graded schools, of a long term, and of well-trained and experienced teachers, need supervision and are so much benefitted by it,

surely ungraded country schools, with their shorter terms, frequent changes of teachers, and teachers of less thorough training, can not be expected to do efficient work without it. The arguments in favor of the supervision of ungraded schools in the country are unanswerable.



JOSEPH BALDWIN.

Pres. Sam Houston State Normal School, Huntsville, Tex.

The State Superintendent says:

"The work of this school is of great value to the State, and he urges that at least one more normal school be provided, to be located somewhere in the northern or northwestern portion of Texas. The establishment of another normal school would double the number of properly equipped teachers educated in the State."

Dr Baldwin's work there as in Missouri has been both eminently useful and eminently popular and successful. He works and teaches and trains on the broad basis which makes the wealth of culture and the wealth of character common. He lives and works in a spirit and with a purpose which seems to say—

"My wealth is common; I possess
No petty province, but the whole;
What's mine alone is mine far less
Than treasures shared by every soul.
Talk not of store,
Millions or more,
Or values which the purse may hold,
But this divine,
I own the mine,
Whose grains outweigh a planet's gold."
* * * * *
"All mine is thine," the real-soul saith;
"The wealth I am must thou become,
Richer and richer, breath by breath,
Immortal gain, immortal room!"
And since all his
Mine also is,
Life's gift outruns my fancy far,
And drowns the dream
In larger stream,
As morning drinks the morning star."

THANKS and honor to those teachers who train for a nobler, wiser citizenship.

We take it to be an evidence of a candid ingenuous mind, to delight in the good name and in commendations of others who are worthy, to pass

by their defects and to notice and strengthen their virtues.

A LAST PRAYER.

[Written by Helen Jackson ("H. H.") four days before her death.]

Father, I scarcely dare to pray,
So clear I see, now it is done,
That I have wasted half my day,
And left my work but just begun;

So clear I see that things I thought
Were right or harmless were a sin;
So clear I see that I have sought,
Unconscious, selfish aims to win;

So clear I see that I have hurt
The souls I might have helped to save,
That I have slothful been, inert,
Deaf to the calls thy leaders gave.

In outskirts of thy kingdoms vast,
Father, the humblest spot give me;
Set me the lowliest task Thou hast,
Let me repentant work for thee!

August 8.

COL. GARRETT, of Nashville, Tenn., is enlisting thus early the strong railroad men in the next meeting of the National Teachers' Association.

Mr. James F. Agler, of the Union Pacific Railroad, who was so efficient in the work of insuring the success of the meeting at San Francisco, will take hold of this matter vigorously, and Mr. John W. Mass, the popular and efficient agent of the L. & N. R. R. at St. Louis, is always ready to co-operate in movements of this kind. Texas, Arkansas, Mississippi, North Carolina, South Carolina, and Virginia, are also moving to get up delegations.

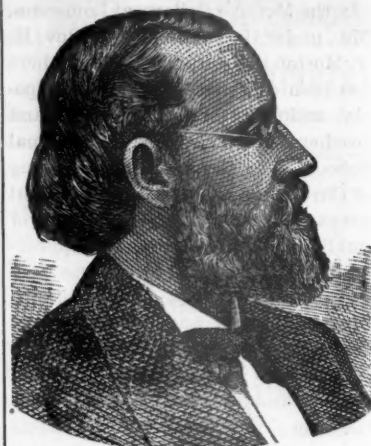
Let the good work go on, and let us have a meeting which shall reach and inspire the whole South.

HAVE our teachers looked carefully into the merits of the New System of Education, known as "The Where-withal System," some time called the "Adult Kindergarten System." It is remarkable for its comprehensiveness, adaptability, and for its close alliance to Nature, and a bill has already been introduced into Congress looking to its adoption. It is worth careful examination and consideration.

The multiplicity of text books has changed our mode of instruction so that every year there is more consultation of reference books and comparison of different views; and hence still another step is gained by the pupil toward independence of mere external authority. He shall read and compare for himself and form his own opinions, "thus doing his own thinking."

THESE luminous escapes of thought on the part of children should be cherished and preserved, with which and by which to inspire and interest other children.

THESE books which cheer and become the medicine—healing and enlargement of the mind—how precious they are to us? Let us, as teachers, communicate on all occasions this strength and this beauty.



AMERICAN EDUCATION,
BY DR. WILLIAM T. HARRIS.

(Continued.)

CHAP. II.—THE PRESENT AND FUTURE OF EDUCATION.

The plausibility of all abstract systems, like those we have been discussing, lies in the fact, that education must start with the natural, the ignorant, the raw material. But its business is to elevate the individual out of this state of nature as quickly and effectually as possible. From animal instinct and sensibilities, enthralled by his physical necessities, he must be raised to the status of a reasonable being, who looks before and after, and subordinates all nature to the service of spirit.

Education must elaborate its appliances so as to take firm hold of the pupil. Object lessons to strengthen the attention of the new beginner, conversations and stories, pictures and games—all these have their place in any complete system of pedagogy. The mistake lies in their too great expansion, a danger very imminent in our own rapid intellectual growth. The nervous American child commences this kind of education so early that he is beyond the period of the exclusive appliances of such things before his sixth year, and when he enters the school room, is ready for the serious labor of mastering a text book. The records of our schools show that the majority of children brought up in families where reading is much carried on, can scarcely wait for the school age, but take the matter into their own hands, and learn to read by themselves and what assistance they extort from the elder members of the family.

Milk for babes is a useful and necessary article of diet, but when the teeth grow, solid food is essential for healthy development."

[Here Dr. Harris points out the wretchedness that has logically followed from the ignorant enthusiasm which, since the writing of this passage, has boomed the "object methods;" but, like Cassandra, his predictions have been realized, not heeded.

The logical faculty has almost disappeared owing to disuse. Pupils expect

not to use their faculties, but to listen to explanations and cultivate memory at the expense of other faculties. In lieu of growing power we now see loose miscellaneous information; instead of serious reading, we find fads and crazes, and the community is imposed upon by arguments which a short time back would have seemed too foolish for statement.]

ORAL VS. TEXT BOOK INSTRUCTION.

A system of education that professes to begin with oral instruction, and to continue it as the best system, ignores this vital point.

It is a mistake to say that the present great educational systems of Europe follow this plan.

[Let it be borne in mind that there is here offered a reliable statement of European educational movement; for generally those who have no acquaintance with happenings beyond their own locality are accepted without question as authorities in regard to movements in England, France, Germany. Just as every Frenchman is an authority upon correctness of French speech, so every German is, by birth, cognizant of educational movements in Germany—and, we, as speaking English, know what is happening in England.]

Its defects are nowhere so clearly seen as by educators in Prussia, where such men as Diesterweg and Karl Von Raumer have placed all its phases in the clearest light.

In no country in the world is the printed book more highly valued than in Prussia. Germany originated the art of printing, and it is she that makes the greatest books in science and art, and condenses all the erudition of the world upon any single point. Erudition cannot be gained by oral instruction. All the information that could be given orally by the best of teachers, in a course of ten years, would not suffice to exhaust a single topic, and it would be a very poor substitute for the power a pupil would obtain by mastering one single text book for himself.

But it will be readily granted that text book education begins earlier and forms a more important feature in this country than elsewhere.

The justification for this, I find in the development of our national idea. It is founded on no new principle, but fundamentally it is the same as that agreed upon all the world over. Education should excite in the most ready way the powers of the pupil to self activity. Not what the teacher does for him, but what he is made to do for himself, is of value. Although this lies at the bottom of other national ideas, it is not so explicitly recognized as in our own. It is in an embryonic state in those; in ours it has unfolded and realized itself so that we are everywhere and always impelled by it to throw responsibility on the

individual. Hence, our theory is: the sooner we can make the youth able to pursue his course of culture for himself, the sooner may we graduate him from the school. To give him the tools of thought is our province. When we have initiated him into the technique of learning, he may be trusted to pursue his course for himself.

Herein is the cause why university education is not so prominent here as in Europe. It is a frequent remark, that we are behind Europe in this respect. It is not denied that we have scholars who deserve respect, but we are told that they do not resort to universities. Nor should they. It is not what we attempt to do here. We do not isolate our cultured class from the rest. It is our idea to have culture open to every one in all occupations of life. Elihu Burritt may learn fifty languages at the anvil. Benjamin Franklin may study Locke, make experiments in electricity, master the art of diplomacy. These are self-taught men, and the self-taught man is our type;—not the man who wastes his life experimenting to learn what is already known and published, but the man who reads and informs himself on all themes, and digests his knowledge into practice as he goes along. A culture for its own sake is a noble aspiration, and it is well to have it advocated at all times. But a culture belonging to a class that rests like an upper layer upon the mass below, who in turn have to dig and spin for them, is not the American ideal—Not at all, even if we do not produce men who devote their whole lives to the dative case, or to the Greek particles. And yet it is the faith of Americans that they will be able to accomplish all that any other civilization can do, besides adding thereto a culture in free individuality to an extent hitherto unattained. A civilization wherein all can partake in the subjugation of the elements, and possess a competence at such easy terms as to leave the greater part of life for higher culture, is the goal to which every American confidently looks.

The common man shall be rich in conquests over the material world of Time and Space, and not only this, but over the world of mind, the heritage of culture, the realized intelligence of all mankind.

In modern times the controlling spirit is one of independence of all authority. So it happens in our systems of Public Education that the personality of the teacher is not brought so much in contact with the pupil as formerly. When the patriarchal system prevailed in education, the *ipse dixit* of the pedagogue was all-sufficing. The pupil, in fact, depended almost solely upon the oral instruction of the teacher. Now the tendency is to make the individual

independent of the personal teacher and of the university, by means of the printed page and its diffusion in the shape of books and periodicals. Once it was necessary to resort to the university to hear the master speak on his theme, for his knowledge could not be found in books. Indeed, books were not printed, but written by scribes, and for this reason were so costly that the individual could not afford to own them. The university is a place where all collect for one purpose—it has been, in its earlier days a kind of grand market fair for the traffic in letters. The manuscripts, scarce and valuable, could be collected at a seat of learning and all who wished to consult them had to take up their residence there. But when the ages of printing came, then books began to multiply so rapidly that private individuals of moderate means could possess the most valuable treasures of erudition and science. What the hand-press of Faust-Gutenberg was to the toiling scribe, the modern power-press is to the former. The cheapening of books goes on; the day is coming—nay it is here already, when whatever information one wishes to circulate, is committed at once to paper.

Oral instruction, as an exclusive system, loses ground from day to day. The shadow of it is still preserved in Europe, and the imported shadow of it has been set up in this country. But the spirit of the time is too powerful for it; it immediately draws everything into its own form. The Pestalozzian system is now promulgated chiefly through books written in the style of the oral instruction. In these books their authors attempt to preserve their best (most brilliant) moments and free the system from the defects that accompany all systems which are merely extemporaneous. The individual, in order to make a powerful effort, must reinforce the moment by the hours—he must, by previous and severe preparation assure himself of a strong and steady flow during the period in which he stands before his school as teacher. Thus it was that even Pestalozzi was compelled to reduce his system to a book containing tabulated forms and long lists of mere names—the driest and most soulless species of book ever written. I say *species* of book because that individual book has been imitated, and now we have many such in this country—books which, by their minute exhaustiveness in details, cramp the teacher and drive out every trace of spontaneity from him. [Note the inundation of books, each illustrating a new method.] And yet this prescription of details—it is found *ad nauseam* in the superintendents' school reports from Maine to California—this prescription of details is found absolutely necessary in order to correct the defects of oral instruction, for arbitrariness and caprice pour in like

a deluge and wash away all landmarks. "Unequal is man, unequal are his hours." To-day the teacher had ample time for preparation, and is feeling well physically; he comes before his class and electrifies every one of them; to-morrow the opposite occurs: his inspiration all gone, some untoward accident deprived him of the necessary preparation, and the exercise benumbs every pupil in his class. Since the pupil is to depend upon the teacher for everything—his thirst for knowledge having to be aroused and then sated too by him—it follows that the teacher is placed in the position of the most ancient of patriarchal rulers. *Everything rests on his shoulders.* When he flags, all goes down.

The man who can make the best book is usually not the best person to teach it. The subject stands in his mind in too synthetic a form. It is the *analyst* who makes the best teacher. Oral instruction is therefore constantly liable to destroy the self activity of the pupil—that is to say, *the very merit claimed for it is the one it least accomplishes.* The pupil listens to the teacher's living voice. The first impressions are all he gets, even if he takes notes: it requires time to reflect. Our first impressions of things are never the most valuable; for all subsequent observation and reflection carry us deeper, and hence nearer to the truth. The pupil is dragged from one point to another without fully digesting either. But with a text book it is far otherwise. The book in his hand is "all patience." It waits for him to consider and reconsider a difficult passage until he is ready to go on. The statement in the book is a studied, carefully prepared one. The author has spent hours in revising and correcting the defects of the one-sided statement of the minute. He was bound to see all properly related and subordinated—all exhaustive and lucid. The deference of the pupil leads him frequently to take the mere assertion of his teacher without question or demonstration, and thus allows him to be warped into his teacher's whims and idiosyncrasies; it is not so with the text book. The text book has been carefully pruned before printing. It frequently happens that a man would blush to say before the world on a printed page what he unblushingly preaches before his pupils. But the heat of personality departs from the printed page, and the scientific interest increases in proportion. Prejudice gives place to calm circumspection. The page of the book is cool and dispassionate, and if not conclusive and thorough-going, the student has his remedy in another book."

[To be continued.]

Do not be timid—fear is base in a noble cause like the education of the people.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN }

WITH our bountiful crops and the general prosperity of the people, we ought to arrange early for longer school terms in this State, and for better compensation. Competent teachers should be continued, and an addition made to the salary paid last year.

ILLINOIS!

"Let us breathe and haply institute
A course of learning and ingenious studies."
—SHAK.

THE eighth annual meeting of the Southern Illinois Teachers' Association convened in Nashville last month, and drew a larger attendance of teachers from various parts of Southern Illinois than any other convention yet held. The following are the officers selected to serve the coming year:

President, S. B. Hood, Sparta. Vice Presidents, T. C. Clendenin, Cairo; Mrs. Hester M. Smith, Mound City; Executive Committee, G. L. Guy, Mt. Carmel, S. M. Inglis, railroad secretary, Carbondale, Miss Julia McNeil, Mound City; Financial Secretaries, John W. Wood, Cobden, David Caruthers, Chester; Treasurer, Miss Inez Green, Mt. Vernon; Corresponding Secretary, Miss Ann C. Anderson, Carbondale; Recording Secretary, Miss Ethel Spriggs, Cairo.

Cairo was selected as the place for the next meeting.

Among the important resolutions passed we note the following:

"Resolved, That it is the sense of this Association that persons of immature age should not be charged with the responsibilities of training the youth of this commonwealth, and that we do therefore earnestly request the next General Assembly so to amend the school laws as to provide that no person shall be deemed competent to teach in this State, or to draw any portion of the common school fund, who shall be less than 18 years of age at the time of his employment."

"Resolved, That the minimum of the annual school term should be at least six months."

We wish they had insisted upon nine months of schooling of twenty days to the month—that you see is only 180 days out of the 365. That is less than half the time. A six months' school means only 120 days of six hours each. This is not enough to properly educate the law makers of a great State like Illinois.

If you divide the 120 days by ten—the number of hours counted as a

day's work, you see the time is cut down to 72 days, provided all attend school every day.

Do all attend every day?

No, you cannot properly educate the people in this time.

Our school terms should be nine months at least in all the States; and to secure competent teachers, \$50 per month should be the minimum wages paid in all the States, and from this sum up to the maximum of what intelligent, cultured persons are worth in other avocations in life.

The Association also

"Resolved, That women teachers should, when doing work of the same grade as men, receive equal wages with the men."

The following was also passed:

"Resolved, That there should be added to the required studies for our public schools the study of the effects of alcohol and narcotics upon the human system."

The "Reading Circle" was also very strongly endorsed.

Mr. G. W. Smith of Flora, founder of the Association, congratulated the Association upon its present strong footing and future prosperity.

This meeting of the Association is pronounced one of the most successful and satisfactory ever held.

LET us fill all present and future history with the power and glory of work as an intelligent, patriotic people.

THERE is neither humanity, safety or patriotism in holding six millions of people in the bonds and darkness of illiteracy while we have a surplus of over 130 millions of money idle in the United States' Treasury.

THIS fatal breath which blows out intelligence, is a breeze from monarchy and aristocracy, which would leave the people in darkness. Out upon it!

ARE we not guided by fear and prudence, rather than by wisdom and necessity in the plans we fail to make to properly educate the people?

WE counsel more energy, more boldness, more devotion on the part of our teachers in their work.

LET us settle upon a line of policy; put away differences and proceed by the help of the people to educate the children of Americans into the duties and responsibilities of American citizenship.

Do we realize what citizenship means in this country? It means intelligence and liberty.

JUSTICE, the offspring of intelligence, will claim the right of all parties and will not be put aside forever.

Do not, as a teacher, hide your light. Let it shine and illuminate—you gain by this.

IOWA.

"We have learned by this report
They have more in them than mortal knowledge."
—SHAK.

THE twenty-third Biennial Report of the "Superintendent of Public Instruction" of Iowa, shows a progress upon which the State is to be congratulated.

From 1885 to 1887 the number of school-houses has been increased by 500, and their valuation by \$550,000. Ten thousand have been added to the school population and about 500 teachers have been added to the rolls.

Normal institutes had an attendance of 18,026.

The amount raised by district taxation was increased from \$4,982,276.00 to \$5,200,807.00. The strengthening and enlarging of the powers of the County Superintendent is urged.

Superintendent Akers states tersely, but effectively, the increasing need for High Schools. He next recommends free text-books, the selection still remaining with the electors of each district.

Superintendent Akers in discussing Compulsory Education, presents a succinct history thereof; he advocates compulsion as a policy, and connects it with Industrial Training. The duration of the average school year is 7.2 months; number of teachers employed, 17,906; average monthly salary of teachers, \$38.96; average attendance of pupils, 281,290; average cost per pupil, \$15.80. School libraries, 42. We congratulate Iowa upon this able report.



HON. J. W. AKERS,
Pres. Callanan College Des Moines,
Iowa,

urges that "they should strengthen the office and enlarge the powers of the

COUNTY SUPERINTENDENT."

He suggests wisely, we think, that "the county superintendent should be elected by the people, If this could be done at a non-partisan election, as for instance, at the school elections in March, it would be a great improvement over our present plan. The

term of office, as I have heretofore suggested, should be four years instead of two. This would tend more to give the office strength and independence, than anything else that could now be done. Four years would allow sufficient time to develop and mature a plan of organization, and to test the fitness and ability of a superintendent. A system, if good and effective, would obtain a strong hold upon teachers and leave a lasting impression upon the schools of the county. Succeeding officers would find it more difficult to make radical changes in the work of the county, and in many cases they would adopt the system of their predecessors, and continue the work without material change or interruption. A term of four years would enable the superintendent to become well acquainted with the school officers and the condition of schools throughout the county, as well as to become informed as to the character and teaching ability of teachers. He would become familiar with the school law, and his influence thus largely increased he would be able to settle amicably the petty troubles which are usually litigated to the great injury of the schools. The county superintendents are entitled to great credit for the general success which has attended our law, requiring that

SCIENTIFIC INSTRUCTION

in physiology having special reference to the influence of stimulants and narcotics upon the human system, should be taught in all public schools."

IOWA TO MISSOURI.

"Thou art in nothing
Less than I have here proclaimed thee."
—SHAK.

Few of our educators have equaled Wm. M. Bryant in happily adding to success in the school-room, such intelligent, continuous and successful labors as a student. To his pupils Mr. Bryant has been the earnest, active, efficient, intellectual friend whose instruction was given not didactically but as a generous response to the enthusiasm for sound knowledge which he had excited. To those thrown into contact with him, Mr. Bryant has been the christian-spirited gentleman, free from all suspicion of self-seeking and ever ready to respond to any exhibition of human interest. To the world at large he has been a beneficent presence rather than an ambitious seeker after personal recognition. Time was when *esse quam videri*, was a popular maxim and those educated in this belief are still the salt of the educational earth even though they be ill calculated to elbow their way to the front in the frantic competition for notoriety, which has become an element of the teacher's life.

"This noble example to his sheep he gave,
That first he wrought, and afterward he taught."

Mr. Bryant's life has been a devotion to the search after truth, and his teaching that of the earnest and well informed man to whom nothing hu-

man was devoid of interest, and who rather studied with his classes than retailed scanty elementary knowledge according to new or approved methods of didactics. Hence his pupils grew to honor, respect and love him, rather as a helpful co-worker, than as the village school-master of Goldsmith, or as the self-lauded person in authority. So, too, his influence spread to those associated with him as a teacher, and they speedily began to exchange the emptiness of school-room gossip or the pessimism of the tired school teacher's life, for interest in study and efforts at self-development. They unconsciously became teachers instead of bosses; they replaced mechanical drill by the unconscious diffusion of the atmosphere of the student; they came to identify their interests with those of their pupils; they replaced abstract maxims, by teachings which had life, interest, and humanity.

An ability to toe the mark while not despised, was no longer regarded as the highest attainment of a good school; rather was the success of the administration gauged by the identification of the pupil's will with continuous, wholesome effort to develop his manhood. To the general public Mr. Bryant is known as the author of a work upon Landscape Painting, and of innumerable essays, addresses and lectures, many of which have been published in the *Unitarian Review*, *The Western*, and *The Journal of Speculative Philosophy* and the *AMERICAN JOURNAL OF EDUCATION*.

Through all these works "one unceasing purpose runs"—the setting forth of the results of patient and intelligent study of the great human problems.

Still, although Mr. Bryant's general influence as an educator must be sought in his published works, the extent and the cause of his efficiency as a teacher must be looked for in the obscurity of the school-room. As has been said, Mr. Bryant represents the earnest student to whom life serves only for daily rising on the stepping-stones of his dead self to higher things; the student to whom all studies agree in being the means for the attainment of a common end; the student who labors that he may by understanding grow stronger, not that he may be more able to use for personal aggrandisement an increasing capital. As a teacher, Mr. Bryant stands for one whose investigations are not allowed to remain as the dead maxims formulated by the intellect; but whose knowledge is assimilated as it is acquired and constantly augments the vastness and the soundness of his views and of his instructions. As an influence Mr. Bryant persuades his associates, whether these be children or grown persons, to aspire more worthily, labor more willingly and more diligently, live more earnestly and act more intelligently.

Mr. Bryant does not seek to fire the imagination with glittering generalities; to persuade the will by improper appeals to vanity, the spirit of rivalry, or the material results of diligent labor. That which others declaim about he does: he replaces declamations about the true, the good, and the beautiful, by intelligent acquaintance with these, and substitutes for mock-heroes an atmosphere so pure that those breathing it find themselves unable to live in a baser air.

It is because the *JOURNAL* has watched Mr. Bryant's career since 1870, when he came to St. Louis, that it knows what may seem the language of eulogy to be but a statement of fact. Under the charge of Mr. Bryant, the Madison School became known as the working place of zealous students who never lost sight of the aims of study in devotion to its methods, a somewhat unpromising district was made to blossom as the rose, and the library purchased for the use alike of teacher and pupil, was no mere ornamental piece of furniture. So, too, in his connection with the High School, his classes have learned to interest themselves actively rather than to yield perfunctory attention to uninteresting efforts for their ultimate education. Although like other non-political ex-soldiers, Mr. Bryant never uses his patriotism as capital, the following handsome recognition by the Adjutant-General of Iowa, shows that in war as in peace, Mr. Bryant was an active and efficient supporter of his principles:

"I cannot close this short history of the 34th Iowa without making special mention of its gallant and accomplished Adjutant, William M. Bryant. He was appointed Adjutant at the original organization of the regiment, and remained in that grade until the consolidation, when he was mustered out at his own request. He has been a most thorough and faithful soldier. He served in the rank of the 3d Iowa from the spring of 1861 until the Fall of 1862, when, on my recommendation, he was appointed Adjutant of the 34th. I have often congratulated myself on the happy selection I made for this important position. Brave, dignified, and honorable, he possesses the highest qualities of a soldier and a gentleman. *Adjutant General's Report, State of Iowa. June, 1884—January, 1885.*

TEACHERS and others report the best results from loaning and circulating copies of the *AMERICAN JOURNAL OF EDUCATION* among the people. A number of school officers order extra copies constantly for this purpose.

It is a beautiful thing to model a statue and give it life; but to mould an intelligence and instill truth therein, is still more beautiful. Our teachers do the latter work constantly.

CIRCULATE this *JOURNAL* and other educational papers among the people.

OUR tax payers and school officers, too understand now that good *Blackboards* all around the school-room; a good set of outline Maps, and an eight inch Globe, are to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

THE HIGH SCHOOL:

ITS OBJECT.

"Our absence
Makes us unthrifty."

—SHAK.

IN Chicago, 120 graduates annually out of 50,000 children enrolled, i. e., about 1 to 40—the other 39 missing it. Astonishing fact! In St. Louis, 83 graduates annually for 50,000 children enrolled, i. e., about 1 to 60—the other 59 children missing it. A still more astonishing fact—nay—astounding! Turn again to Chicago. In the primary schools are enrolled 13,651, but, in the fifth year, only 4,701, showing that nearly 9,000 children dropped out of school before they were eleven years old.

The proportion is about as bad in Brooklyn and other large cities; nearly two-thirds leave school between the ages of six and eleven years, to remain intellectually dwarfs and cripples through life, stunted like the scrub oaks along the Atlantic seaboard, dwarfed like the pigmy trees on mountain-tops, or even on New Hampshire hills.

As in city, so in country, non-attendance is a fearful evil.

One means of remedy is to improve the schools so much that they will retain the children longer, as delightful places to enjoy—not dreadful places, to be abhorred and shunned and escaped from as soon as possible—places of constraint for wearied limbs, and agony of wounded feelings, and weariness of tedious exercises.

If we look to the High School,—a new invention—twenty-five or thirty years old—not yet by any means perfected and matured—any more than the steam-engine was, in its first twenty-five years, we may find a second means of attraction and benefit to the schools below it. The High School is a sort of peoples' college to almost all its students: it completes all their school days and culture; it is all they

will ever get. Hardly ten graduates out of a hundred will enter a university or ever want to enter. Therefore the course of study must be and is expressly adapted to their wants, to give them as symmetrical and extensive a culture, or rather, basis for future growth, as possible in the time—glimpses of languages, glimpses of science, and of philosophy and of art—the best that can be done under the narrow limitations.

Yet, what a feast of Tantalus, at best!

Hear the testimony, as to Algebra, of an expert mathematician and successful author: "A wide acquaintance with the results attained in our High Schools in all parts of the country, and an observation extending over more than twenty years, satisfy the writer that the time spent in these schools in attempts to master the theory of *indeterminate co-efficients*, the demonstration of the *binomial* and *logarithmic formulas*, or upon the *higher equations, series*, etc., is, if not a total loss, at least an absorption of time which might be much more profitably employed." "The course taken by such pupils gives them no occasion to use any of these principles of the higher algebra: and the mastery of them which they can attain in any reasonable amount of time is quite too imperfect to subserve the ends of good mental discipline." The range of topics need not be much widened, but the study of each should be extended and deepened."

This is the conclusion of a most competent judge. The High Schools of Michigan are connected strongly with all the schools below and with the University above. It is a vast stair or landing in the school system—from the city gutter and the country swamp-hole and the pine barrens to the lofty outlook of the university on the universe of truth. The High Schools of Connecticut occupy a similar relation, reciprocal and powerful, gravitating powerfully upon even the primary child and it opens a radiant path to the highest realm, and gathering, preparing the choicest intellects of the State to revel in the finest culture which is the accumulation of all ages, and to embody it for the public weal. Such should the High school be everywhere—not the futile attempt to be solely a people's college—the headless stump of a National system of education, a dwarf with the airs of a giant. The current of education then should flow upward through the system like the Gulf Stream.

L. W. HART.

THE movement for securing some competent man or woman who shall be qualified and paid for the careful supervision of the schools in a county or in a Congressional district, is gaining ground constantly. Let us press its importance constantly and wisely until we gain the point.

CIRCULATE the printed page among the people by loaning your copy of the *AMERICAN JOURNAL OF EDUCATION*.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

THE new State Superintendent in Louisiana is organizing the Educational forces of the State for a grand campaign of work that will surely bring success.

So far as possible, the competent and experienced school officers and teachers should be continued, so as to avoid all unnecessary changes in courses of study or in classes.

Provision should be made for better compensation and for longer school terms. It is self-protection to educate—it is poverty and subjugation *not* to educate. Intelligence pays; ignorance costs.

THE real man, the real teacher, defies every tempest, and not only invades, but conquers for his use all truth. In this he gains strength and wisdom for greater victories!

THE results of ignorance are hunger, envy and death!

THE Bible says: "Seest thou a man wise in his own conceit! there is more hope for a fool, than of him."

REMEMBER that happiness consists not in possessing much, but in being content with what we possess.

AN antagonist is frequently our helper.

LET us be courageous from the heart and from right—rather than from numbers.

PROF. F. W. PARSONS has been elected Superintendent of Schools in Tuscumbia, Ala. He carries to his work a large and successful experience, great enthusiasm and great ability.

He will do a grand work, not only for the schools in Tuscumbia, but for all the northern part of Alabama.

UNDER the title "*Ethics and Economics*," in the October "Popular Science Monthly," Mr. Robert Mathews will give a thoughtful view of our social outlook, maintaining that the doctrine of individualism, which has just been having its day, involves too much selfishness, and that each member of society must, in future, pay attention to his duties, as well as insist on his rights.

BIOGRAPHIES and records of great and good men are most instructive helps and incentives to others—especially the young. Teachers do well to keep full of these facts.

BROAD and great ideas are hated by narrow and partial people.

TENNESSEE.

"Now have I done a good day's work."

—SHAK.

TENNESSEE wheels into line solid and strong for efficient COUNTY SUPERVISION.

The report of the Committee on the work of County Superintendents adopted by the State Teachers' Association of Tennessee, at the late Meeting at Cleveland, reads as follows:

1st. Being aware that in some of our counties there is an idea prevalent to abolish the office of county superintendent, be it resolved that this association endorse county supervision throughout the state of Tennessee, and we entreat the members of our county court to thoroughly agitate this question among the people generally.

2nd. We recognize that the work of superintendent is the most important link in the system of educational supervision, for it is susceptible of proof that with an efficient, intelligent county superintendent, the country schools would be improved from year to year. It concerns the education of three-fourths of all the people and for this reason alone it deserves more attention on the part of the people and of legislators than it has received.

3rd. The county superintendent's function involves the following duties which this association should entreat him to faithfully discharge.

1. It is his duty to confer with other school officers, with the state superintendent to whom he has to report the enrollment of school population as a basis for the division of the school fund, with the district directors and teachers in reference to statistics, receipt of funds, etc.; with local, village, town and city boards, for with each of these he is brought into necessary and vital relation.

2. His examination of teachers should be conducted in such a way as to ascertain their qualifications both as to theoretical, practical and moral knowledge of the art of teaching, which involves how to grade and classify, assign lessons, guide pupils, correct habits of study and deportment, and how to work up a sentiment in favor of schools.

In his visits among the country schools, he must see that the foregoing qualifications concerning his teacher are put into practical use, and look after the general spirit of the community as affected by the teacher.

4th. It is his duty to present before teachers at their institutes, and before the community at large, the subject of education and its various practical bearings, therefore educational lectures should be largely multiplied and extended so as to reach all the people.

5th. And one of his most important duties is the holding of county institutes, teachers' meetings and meetings of the educational board. He must

devise measures to get his teachers together and arrange for their accommodation and convenience; he must get up a suitable programme of exercises, secure popular evening lectures on the general subject of education, for the public at large, and also the proper persons to conduct the exercises in the several topics of instruction, to draw out from the teachers present a profitable discussion of the practical points presented in the exercises and lectures.

These departments of the work well considered, we as your committee do not see how any one can avoid the conclusion that the work of county superintendent is one of great practical importance, for by no other agency can the school system of a state be so potentially lifted up and at so small an expenditure of money.

J. J. ZUCCAKELLO, Pulaski,
W. N. BILLINGSBY, Cove,
H. J. FUSCH, Bolivar,
J. H. ALLEN, Bedford,
D. C. ARNOLD, Cleveland.

PRACTICAL SPELLING LESSONS.

"Thy love did read by rote,
But could not spell."

—SHAK.

LAY aside for a day the spelling book and try an exercise like the following:

Let the pupils take their slates and write their own names in full.

Write the teacher's surname.

Write the name of the County in which they live, the State—their Post Office address.

Tell where Scotchmen come from.

Tell how old a boy is who was born in 1879.

Write the names of four winter amusements; of four summer amusements.

Write how many days in this month.

Write what we plant to get potatoes.

Write a definition of a druggist.

Write the names of six pieces of furniture.

Write the names of six kind of tools.

Write the names of the seven days.

Write the name of the year, month, and day of the month.

Write a verse of poetry and a verse of Scripture from memory.

A MEASURE OF SEED CORN,
Gathered from Various Sources.

BY WILLIAM M. RRYANT.

(38.)

True conviction is where the mind is bound together into one—the Reason enchaind in its own bonds, consistent, one with itself and hence free.

(39.)

Thought is an inner deed, deed an outer thought.

(40.)

The brotherhood of man is to be traced, not to the fatherhood of Adam, but to the fatherhood of God.

(41.)

You can imagine what you cannot think, and think what you cannot

imagine. You can imagine a variation of the laws of nature, but you cannot (rationally) think it: and you can think the infinite but you can never imagine it.

(42.)

The eyes are only lenses for the soul to see the stars through.

(43.)

God is nearest to him who is most like God.

(44.)

The bad man is most in hell when he is most in heaven.

(45.)

The youth of immaturity fades into old age. The age of maturity blooms into fadeless youth.

(46.)

Work rightly done gives the rhythmic, artistic product of a just life that perpetually opens out on immortality: such is the true history of the human soul.

(47.)

The continuous acquisition of good thoughts is the perpetual sunrise of the soul.

(48.)

The spirit that willingly resigns itself to the crucial test of the law of its own nature and dies to all that is unreal and evanescent does so only to rise to a glorified existence, and participate in the life of eternity.

(49.)

All that ever was, is now, and all that ever will be has already come to pass.

(50.)

Kings of men were at first God-descended, then divinely appointed, and at last are the divinely gifted men.

(51.)

"Here" is everywhere, and "now" is always.

(52.)

Truth, Beauty, Goodness—the three fundamental tones in the Rhythm of the world.

(53.)

Art is the beautiful phase of History, as perfect self-harmony is the beautiful phase of life.

(54.)

Just as white light contains implicitly all the beauties of color, so the radiance of a pure soul contains implicitly all the splendors of Truth.

(55.)

The "I Am" of man simply repeats progressions, and therefore historically, the eternal, and hence unchangeable "I Am" of the Divinity.

(56.)

Thought links all worlds into one.

(57.)

Self dies and Charity lives.

(58.)

I can know myself as I am only in so far as I know myself as I ought to be.

(59.)

The very excellence of the Catholic education which Luther received was one of the chief means of his becoming a Protestant.

(60.)

You can reasonably expect the slave

to work only as far as the lash will reach. You can confidently expect the freeman to work wherever wages will reach.

(61.)

Dishonest success is the worst of defeats.

(62.)

If the cause is right defeat is but deferred victory.

(63.)

The wrong side of a question is the outside.

(64.)

Weeping is the shadow of laughter, and behind every smile there lurks a tear.

(65.)

In the earlier stages of the life of individuals the interests are predominantly physical and therefore mutually exclusive. As life becomes more developed the interests come to be predominantly spiritual and therefore mutually inclusive.

(66.)

Years are but pulsations in eternity, and our lives are but blossoms of the Divine.

(67.)

To-day is the vine on which the rose of to-morrow must bloom.

(68.)

When I bow my head to my neighbor, that is the homage I pay to the divinity that is in him.

(69.)

It is a good thing to be right miserably now and then. It shows us our littleness and stimulates to renewed effort.

INDIANA.

"Such strong renown
As time shall ne'er decay."

—SHAK.

STEADILY, grandly, solidly, this great State moves onward and upward in the culture and development of a higher style of Christian Citizenship through the working of her splendid School System.

Ex-Governor A. G. Porter, in his address to the State Teachers' Association said:

"It seems to me that one part of the work of the teacher ought to be to direct the reading of the children. I hope the teachers of this State, so cultivated, so full of zeal and earnestness, will not only teach in school, but will endeavor to direct the reading of their pupils, in order that they become so interested that their evenings will not be spent among vicious associates, but in useful reading."

The State Teachers' Association unanimously adopted the following report of a special committee appointed to consider the question of organizing a Reading Circle for the school children of the State:

"Your committee, to which was referred the subject of organizing a Children's Reading Circle, beg leave to report as follows:

"We regard the subject one of the highest importance. To place the

general reading of the half-million children of the public schools under competent guidance and control, even to a limited extent, would, in our judgment, be productive of most beneficial results. To substitute for the trashy and often vicious reading matter, which finds its way into the hands of the children and youth, a grade of literature, at once sound in its contents, chaste in language and imagery, and pure in its moral tone, is an end which may properly command the best and most earnest efforts of this association, and of the teachers of Indiana. To your committee the enterprise proposed seems a means for accomplishing in a measure, this highly desirable end. * * * *

Signed:

W. W. Parsons, President State Normal School;

C. W. Hodgkin, Prof. of History, Earlham College;

W. Owen, Superintendent Edinburg Schools;

Committee.

Hon. H. M. LaFollette, State Supt. of Public Instruction, will cheerfully and promptly respond to all inquiries made for this most excellent work, and will send also upon request an 'Outline of Township Institute Work'—one of the best which has come to our notice.

The Board of Directors of the Indiana Teacher's Reading Circle, is composed of such eminent educators as the following: R. G. Boone, President, Bloomington. Emma Mont McRae, Lafayette. Mattie Curl Dennis, Richmond. Joseph Carhart, Greencastle. Wm. H. Elson, Rockville. L. H. Jones, Indianapolis. Harvey M. LaFollette, Indianapolis. Calvin Moone, South Bend. D. M. Geeting, Secretary, Indianapolis.

VARIOUS forms of competition with Text-book houses have from time to time been inaugurated, and the State of California has undertaken to make and publish the books used in its schools.

The Reader, Grammar, and History are now before us, and represent at least what those prominent in State education consider desirable to have taught, and the methods by which it shall be taught.

The schools of California do good work; it therefore follows necessarily that they have able administration and capable teachers. This fact lends unusual interest to the experiment, and invests the books with interest for those who do not live on the Pacific Slope.

THE JOURNAL is free to confess that it is skeptical about the usefulness of dispensing with publishing houses whose experience, wealth, and excellent work have given character to American text-books. Still though one doubts the wisdom of the business experiment, we need not lack interest in the books themselves.

We commend the books to the examination of teachers.

THE "topical method" of teaching geography and history is evidently finding favor if one is to judge from the books issued. GINN & Co. have just got out Clara W. Wood's "Topics in Ancient History" and it will be found a convenience by those teaching or studying the subject.

D. APPLETON & Co's. "Historical Series of Readers" undertakes to introduce the pupil gradually to such words as constitute the vocabulary of the average person. The success of such an endeavor is difficult to estimate, but Stories of Spain, Stories of France Stories of Central Europe, Stories of Britain, Stories of Artists, Stories of Science and Industry, and Miscellaneous Stories, make an attractive table of contents.

"SHAKSPEARIANA" for August, discusses "The Supernatural in Macbeth," John Payne Collier as an "Editor of Shakspeare," "a figure borrowed from Æschylus," "Reviews - the Bankside and University Shakspeares," and as a "Reprint, Theobald's Preface."

"THE Midsummer Holiday Number" of "The Cosmopolitan" is quite attractive. "The Romance of Roses" will interest readers alike by the text and by the illustrations. "The Black and White Priests of Russia," and "The Chinese in New York" are popular themes. "Is Literature Bread-winning?" is an effort at discouraging writing as an industry. "Ladies of the American Court" gives an account of those who are officially prominent in Washington society.

"SHAKSPEARIANA" for July, describes the "Dramatic Collection at the University of Michigan," and "The Birmingham Memorial Shakspeare Library." It gives a review of Furness' *Variorum Merchant of Venice*, and for its "Selected Reprints" offers Theobald's Preface—1733.

AMONG the more recent publications of C. W. Bardeen are Granger's "Metric Tables and Problems;" Pardon's "Oral Instruction in Primary Geography;" Juliard's "Brief Views of U. S. History," and "The Civil Service Question Book." As the titles are sufficiently descriptive it remains only to commend the execution.

THE IVISON-BLAKEMAN Co. have issued A. G. Compton's "First Lessons in Wood-working," and the beautiful form in which the work is presented adds definitely to its value.

With the craze about Industrial Education there has developed great need for the proper direction of the newly awakened enthusiasm; the directions given by Mr. Compton seem to bear sufficient witness to his competency as a director.

The Favorite

Medicine for Throat and Lung Difficulties has long been, and still is, Ayer's Cherry Pectoral. It cures Croup, Whooping Cough, Bronchitis, and Asthma; soothes irritation of the Larynx and Fauces; strengthens the Vocal Organs; allays soreness of the Lungs; prevents Consumption, and, even in advanced stages of that disease, relieves Coughing and induces Sleep. There is no other preparation for diseases of the throat and lungs to be compared with this remedy.

"My wife had a distressing cough, with pains in the side and breast. We tried various medicines, but none did her any good until I got a bottle of Ayer's Cherry Pectoral, which has cured her. A neighbor, Mrs. Glenn, had the measles, and the cough was relieved by the use of Ayer's Cherry Pectoral. I have no hesitation in recommending this

Cough Medicine

to every one afflicted."—Robert Horton, Foreman *Headlight*, Morrilton, Ark.

"I have been afflicted with asthma for forty years. Last spring I was taken with a violent cough, which threatened to terminate my days. Every one pronounced me in consumption. I determined to try Ayer's Cherry Pectoral. Its effects were magical. I was immediately relieved and continued to improve until entirely recovered."—Joel Bullard, Guilford, Conn.

"Six months ago I had a severe hemorrhage of the lungs, brought on by an incessant cough which deprived me of sleep and rest. I tried various remedies, but obtained no relief until I began to take Ayer's Cherry Pectoral. A few bottles of this medicine cured me." Mrs. E. Coburn, 19 Second st., Lowell, Mass.

"For children afflicted with colds, coughs, sore throat, or croup, I do not know of any remedy which will give more speedy relief than Ayer's Cherry Pectoral. I have found it, also, invaluable in cases of Whooping Cough."—Ann Lovejoy, 1257 Washington street, Boston, Mass.

Ayer's Cherry Pectoral,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.

Sold by all Druggists. Price \$1; six bottles, \$5.

The *New England Journal of Education* for August 30th selects Mark Hopkins as number two in the series of "Eminent College Presidents."

We have given much space to the assertion of the claims of successful teachers, and the JOURNAL is therefore prepared to welcome the support to be derived from other workers.

Certainly Mark Hopkins was a notable figure in the educational history of America, and we rejoice in the recognition of service so efficient.

"Handy Helps in the Study of History," consists of genealogical tables, brief summaries of historical periods, and books calculated to present graphically the spirit of each era. Annie E. Wilson is the author, and the Standard Publishing Co., of Cincinnati, the publishers. The pamphlet is inexpensive and will be found worth purchasing.

GINN & Co. have published Harry Pratt Judson's "Caesar's Army; a study of the military art of the Romans in the Last Days of the Republic." The book is intended to add interest to the study of Caesar's Commentaries and will address teachers of Latin.

AGENTS WANTED!

THE RAND-McNALLY STANDARD ATLAS OF THE WORLD,

CONTAINING

LARGE SCALE MAPS OF EVERY COUNTRY AND CIVIL DIVISION UPON THE FACE OF THE GLOBE.

BEAUTIFULLY ILLUSTRATED

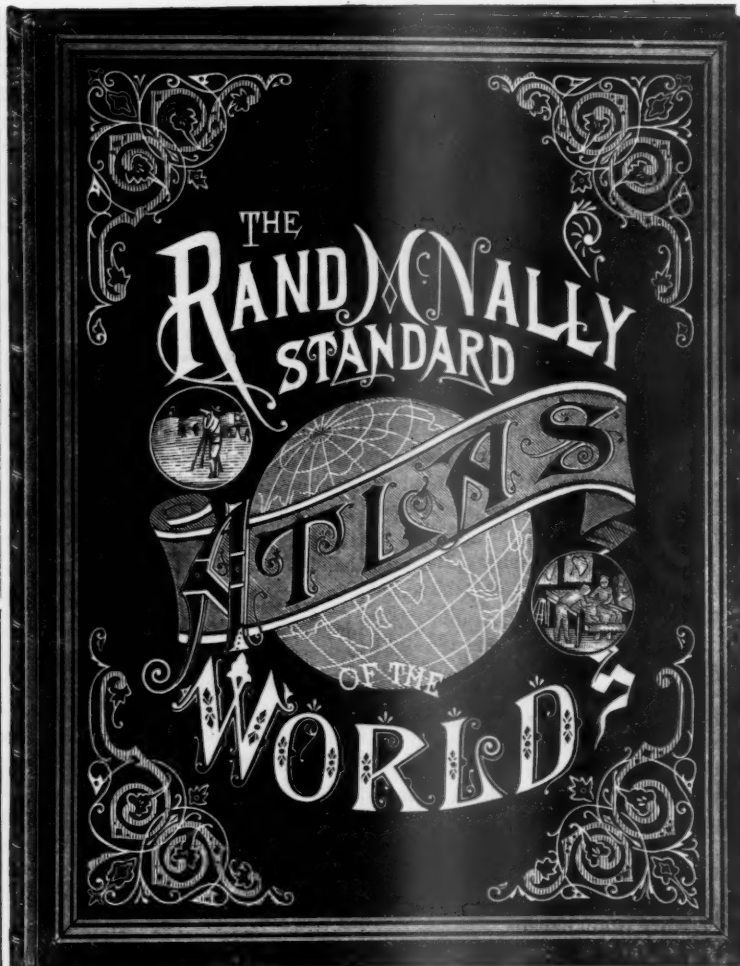
WITH COLORED DIAGRAMS, SHOWING WEALTH, DEBT, CIVIL CONDITION OF PEOPLE, CHIEF PRODUCTIONS, MANUFACTURES AND COMMERCE, RELIGIOUS SECTS, ETC., AND A SUPERB LINE OF ENGRAVINGS OF MUCH HISTORICAL INTEREST AND VALUE, TOGETHER WITH MANY NEW AND DESIRABLE FEATURES DESIGNED EXPRESSLY FOR THIS WORK, AMONG WHICH WILL BE FOUND A CONCISE HISTORY OF EACH STATE IN THE UNION.

THE interesting nature of geographical study, and the importance of a knowledge of geographical facts are too generally recognized to make it needful to put forward any special plea on their behalf. This is done every day by the newspaper press, which, bringing us tidings of the operations of armies and navies in all parts of the world, of new markets opened and new lands to be settled in every clime, and of new discoveries in the less known parts of the globe, compels attention to geographical facts, and makes every one feel the need of authentic information regarding them.

Where are Tunis and Cabes, Kairwan and Saragossa? Where is the Soudan, the land of the false prophet? Where are Herat and Khartoum? Where are those regions of darkness and ice explored by Greely, Nordenskiöld and other explorers; and where those countries of luxuriant vegetation and overpowering heat, traversed by Livingstone, Stanley and other adventurous travelers? These are only a few of the questions that are on the lips of every one, and which are liable to take parents somewhat aback when put to them by their own children.

THE RAND-McNALLY STANDARD ATLAS OF THE WORLD

Is a work well fitted to enable every one to give a precise and intelligent answer to such questions, and many others of similar nature, containing, as it does, a combination of subjects and advantages not hitherto offered in one volume, or even in one book.



THE ONE GREAT NEED

Of the present day, felt alike by all classes, has been an Atlas of the World that should combine elaborateness of detail with simplicity of arrangement, the utmost reliability of data, with comprehensiveness of statement.

The trouble heretofore has been that atlas publications have not kept pace with the world's progress, and that ancient maps have too often been used, which, since no effort was made to correct old errors or add new matter have proved misleading to the public and worthless for reference purposes. It was the determination of the publishers, when they began their undertaking, to avoid, at whatever cost, these serious defects of previous low-priced publications, and they believe that the Standard Atlas of the World contains the most accurate delineation of the earth's surface that has ever been given in a low-priced work within reach of everybody. Its geographical data are based upon the most recent surveys of all civilized countries, and the reports of scientific expeditions and explorers. New boundary lines, new towns of impor-

tance, recently discovered rivers or mountains, have been verified and given their proper places on the map, and the result, revised by skilled geographers, is given to the public as at once the latest and most complete work of the kind yet produced.

THE MAPS

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Charles E. Merrill & Co.—Beginner's Reader.

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Everett Waddy.—Waddy's Elements of Composition and Rhetoric.

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10-21-11

THE Acting-Chancellor of the Washington University has so thoroughly identified himself with St. Louis life that he may stand for what one can accomplish when he does not antagonize those through whom he must work. Marshall S. Snow was born at Hyannis Mass., in 1842, and is an alumnus of Harvard University, class of 1863. His energies since graduation have been devoted to educational work,—first at Nashville, Tenn., and then since 1870 in St. Louis.

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Chancellor Snow has been earnest, successful and popular; always responsive to requests for lectures, "papers," or more silent sympathy. Perhaps more than any other professor he has realized the slow labor of building a university in a commercial city, but those familiar with his active patience will award him credit which he himself would be too modest to claim.

THE JOURNAL likes to see the opponents as well as the advocates of educational measures, state their case and give the grounds upon which they rest it. Superintendent A. P. Marble, of Worcester, Mass., has published in pamphlet form his objections to Manual Training and the Blair Bill, and we commend the pamphlet to those who wish to hear both sides of a disputed question. The JOURNAL is known to be an earnest advocate of the Blair Bill, but it always has room for the recognition of honest differences of opinion—and Mr. Marble's integrity of purpose is beyond question.

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The article by the Rev. Abram S. Isaacs in the October *Forum* is the most satisfactory of the series upon "What shall the Public Schools Teach." He urges that the vital question is to find devoted and capable teachers who secure as a result well behaved and well instructed pupils, and that the question of methods and of studies is trivial in comparison.

PROF. Arthur T. Hadley's article in *Scribner's* for October on "The Railroad in its Business Relations," will throw much light on the question of rates, pooling, and government control. It is written for the non-professional reader in clear, explicit language.

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